



HARMONY SCIENCE ACADEMY - CARROLLTON

T-STEM Renewal Application

2021-2022

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Background

District Affiliation

HARMONY SCIENCE ACAD (WACO)

CD #: 161807

Region: 12

Mailing Address (Line 1): 9321 W SAM HOUSTON PKWAY S

Mailing Address (Line 2):

City, State, Zip: HOUSTON, TX 77099

School Affiliation

HARMONY SCIENCE ACADEMY - CARROLLTON

CDC #: 161-807-013

Region:

Mailing Address (Line 1): 9321 W SAM HOUSTON PKWY S

Mailing Address (Line 2):

City, State, Zip: HOUSTON, TX 77099

Academy Information

What is the academy name?

Harmony Science Academy-Carrollton

Which model does the district intend to implement at this time? Within these models, there are variations.

Stand Alone Academy - All students on the campus are enrolled in the academy.

Grade Levels Served

What grade level(s) will your academy plan to serve in the 2021-2022 school year?

6

7

8

9

10

11

12

Enter the number of students that you plan to serve in 6th grade.

115

Enter the number of students that you plan to serve in 7th grade.

112

Enter the number of students that you plan to serve in 8th grade.

100

Enter the number of students that you plan to serve in 9th grade.

86

Enter the number of students that you plan to serve in 10th grade.

80

Enter the number of students that you plan to serve in 11th grade.

90

Enter the number of students that you plan to serve in 12th grade.

85

Contacts

Applicant

Applicant 1

Job Title

T-STEM Coordinator

Name Prefix

Ms.

First Name

Amani

Last Name

Momani

Email

amomani@harmonytx.org

Phone

9723949560

Principal

Principal 1

Name Prefix

Mr.

First Name

Harun

Last Name

Bozdag

Email

hbozdag@harmonytx.org

Phone

9723949560

Superintendent

Superintendent 1

Name Prefix

Mr.

First Name

Harun

Last Name

Karan

Email

hkaran@harmonytx.org

Phone

2145701606

Narratives

Current Designations at HARMONY SCIENCE ACAD (WACO):

- HARMONY SCIENCE ACADEMY - DALLAS - ECHS - 2020
- HARMONY SCIENCE ACADEMY - DALLAS - T-STEM - 0607
- HARMONY SCHOOL OF INNOVATION - DALLAS - ECHS - 2020
- HARMONY SCHOOL OF INNOVATION - DALLAS - T-STEM - 1213
- HARMONY SCHOOL OF INNOVATION - GARLAND - ECHS - 2020
- HARMONY SCHOOL OF INNOVATION - GARLAND - T-STEM - 0607
- HARMONY SCIENCE ACADEMY - EULESS - T-STEM - 1314
- HARMONY SCHOOL OF EXCELLENCE - DALLAS - ECHS - 2020
- HARMONY SCHOOL OF EXCELLENCE - DALLAS - T-STEM - 0708
- HARMONY SCHOOL OF INNOVATION - FORT WORTH - T-STEM - 0809
- HARMONY SCIENCE ACADEMY - CARROLLTON - ECHS - 2020
- HARMONY SCIENCE ACADEMY - CARROLLTON - T-STEM - 1314
- HARMONY SCHOOL OF INNOVATION - WACO - ECHS - 2020
- HARMONY SCHOOL OF INNOVATION - WACO - T-STEM - 0809

Previous Planning Year Applications at HARMONY SCIENCE ACAD (WACO):

Narratives

The majority of the following questions will be narrative response. Narrative responses are limited to a maximum of 250 words. We recommend writing your responses in a text-editing software such as Microsoft Word and then pasting your responses into the website when they are complete. Progress to the next section when you are ready.

Narratives: Degrees and Credentials, Recruitment and Enrollment

Degrees and Credentials

Select the Career Cluster(s) that your academy plans to offer in 2021-2022.

Law & Public Service
STEM

Select the Program(s) of Study your academy plans to offer in 2021-2022.

Law Enforcement

Select the Career Cluster(s) that your academy plans to offer in 2021-2022.

Biomedical Science
Engineering
Programming and Software Development

Which of the following credential(s) does the academy plan to offer students in 2021-2022 school year?

AD
PSC
IC

What associate degree(s) does the academy plan to offer?

Item

Interdisciplinary Studies/General Studies

What level 1 postsecondary certificate(s) provided by an IHE does the academy plan to offer?

Item

Criminal Justice I

What industry certifications does the academy plan to offer?

Item

Medical Laboratory Assistant

Medical Laboratory Technician

Non-Commissioned Security Officer Level II

International Academy of Emergency Dispatch Emergency Telecommunicator

Autodesk Certified Professional or User in AutoCAD

Autodesk Certified Professional or User (ACU)- Inventor

Certified SolidWorks Associate (CSWA)

Certified Engineering Technician - Audio Systems

FAA (Federal Aviation Administration) Part 107 Remote Drone Pilot

Does the IHE partner currently have an articulation agreement with a four-year IHE detailing how a student's associate degree and accrued credits could lead to a baccalaureate degree?

Yes

Provide the university name that your IHE partner has an articulation agreement with and the bachelor degree that students could earn using their associate degree and accrued credits. Each row represents a degree.

2-Year Degree	University	4-Year Degree
Associate of Science degree	All Texas public universities	Bachelor degrees
Associate of Arts degree	All Texas public universities	Bachelor degrees

Recruitment and Enrollment

Describe any changes in established plans for recruitment and enrollment process that meet open enrollment requirements.

Beginning 2020-2021, we hired a new campus-level position, Student Recruitment Coordinator (SRC). Our SRC has the duties and responsibilities of the typical School Registrar, plus takes the lead on outreach and communication with prospective students and families. This includes using Social Media (during these pandemic times) for community outreach. We are keeping the SRC and outreach, marketing, and advertising procedures and systems for next year 2021-2022. However, due to the pandemic, right now, we are starting outreach and communication with the families of the feeder Elementary school campus (Harmony School of Innovation-Carrollton; HSIC). Normally we begin communication and outreach, both digitally and on-campus, in March through May. However, as of January 2021, we are starting digital communication and outreach, to all the families of the 5th grade students, to prepare them for enrollment for next year 2021-2022.

Narratives: Strategic Partnerships: IHE, Strategic Partnerships: Business Partner

Strategic Partnerships: IHE

IHE Partner 1

Affiliation

Our IHE is Brookhaven Campus (BHC), one of 7 campuses of Dallas College. Dallas College is the central community college that serves all of Dallas County.

Name Prefix

Dr.

First Name

Anna

Last Name

Mays

Email

amays@dcccd.edu

Phone

214-378-1733

Job Title

Vice Provost for Educational Partnerships

The T-STEM academy shall have strategic partnerships with business and industry partners and Institutions of Higher Education (IHEs) that are formally articulated in writing and clearly define a variety of STEM careers.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirement: Curriculum alignment and courses of study, which enables a student to combine high school courses and college-level courses to earn either an associate degree, postsecondary certificate provided by an IHE, or industry certification.

Our IHE partner is Brookhaven campus (BHC), which is part of Dallas College (the organization spanning all Dallas County). We have a Memorandum of Agreement (MoU) with them for providing Dual Credit (dual enrollment) courses via BHC to our students. The agreement is standard with Dallas College and all of its public charter school partners. The agreement permits the student to earn high school credit

(per TEA) and college credit (per THECB). These credits all apply to the student's college/university transcripts in Texas public institutions. Students may earn: 1. Associate of Arts (general studies) 2. Associate of Science (general students) 3. Level 1 Certificate (Criminal Justice: CRIJ or CJSA) 4. some Dual Credit courses, to transfer college credit to an accepting Texas public college or university, but without a completed Associate degree or certificate.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Policies for: 1) advising students on the transferability of all college credit offered and earned, 2) ensuring the IHE transcripts college credit earned through dual credit in the same semester that credit is earned, 3) advising students as to the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (college credits earned during high school should allow students to progress from an associate degree to a bachelor's degree and beyond in their chosen field), 4) students accessing the IHE facilities, services and resources

1. Dallas College states to its students that the credits for the Associate of Arts (AA) and Associate of Science (AS) will transfer to all Texas public colleges and universities (per State of Texas). Students pursuing these degrees will complete Dallas College's Core Curriculum (for both AA and AS) and electives (as necessary for AA/AS). Dallas College provides to their students various methods of advising about credit transferring. Students may and are encouraged to review their online Program of Study (POS) at least semesterly (this is computer generated). Students may request a personalized, human-generated POS but these documents are appropriate for college students and not high school Dual Credit students. High school students are strongly encouraged to communicate with their Harmony Science Academy Carrollton counselors for reviewing their POS. 2. The IHE's articulation agreement states that the college course credits (as earned by the dual credit student) will be placed onto the student's IHE transcript immediately at the semester's end. 3. The IHE agreement states that, for the AA or AS that the student may use specific degree plans in specific majors ("Fields of Study" or FOS). The purpose is to enable the transfer as a block of courses to all Texas public colleges and universities when the student majors in any FOS. 4. Our HSAC Dual Credit high school students have access to facilities, resources, and services at Dallas College campuses (specifically the Brookhaven campus). Brookhaven campus will offer classrooms, labs, library use, and student tutoring services.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Transportation costs and fees including provisions for discontinuing operation while ensuring students previously enrolled will have opportunity to complete their course of study.

Per the IHE agreement, transportation is not needed for our current Dual Credit format. All HSAC students take all dual credit courses at HSAC campus (either live with our own credentialed teachers, or visiting college professors, or via online INET courses). Normally all HSAC students are not permitted to attend courses on Brookhaven Campus (BHC) during high school hours; however, students may take BHC courses during non-HSAC hours. Transportation costs and arrangements are the responsibility of the students or their families. In some cases, 12th graders will be permitted to leave HSAC campus early to travel to BHC. Again, those students are responsible for all transportation arrangements and costs. However, for one-time special events, such as semesterly field trips, HSAC will be responsible for all transportation costs. As a sidenote, per our IHE agreement, HSAC will pay for students' costs in textbooks, access codes, and course supplies during regular term Fall and Spring semesters ("Sponsorship"). Students retaking courses, or taking courses in flex terms or Summer, will be responsible for all costs and are not Sponsored.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Data sharing agreement that includes provisions for teacher data such as qualifications and student level data such as credit hours taken and earned, GPA, formative data to assess if student is on track for college readiness

Our MoU with BHC provides for HSAC and BHC sharing information about HSAC teachers' qualifications and requirements to teach dual credit courses here at HSAC; we already have 5 HSAC faculty credentialed by BHC for teaching dual credit courses. Two (2) more of our teachers are currently in-process of being credentialed. So we are constantly sharing data regarding teachers' qualifications. Regarding student-level data, BHC provides to HSAC paper and digital copies of students' transcripts every semester plus an Excel spreadsheet with grades. And roster lists of all courses and grades for our students (and students have online access to their own cumulative credit hours, current GPA, etc.). HSAC provides to BHC the students' qualifications such as TSIA test scores and approval signatures for dual credit courses enrollments. In cases where TSIA scores are unavailable, we provide SAT and other qualifying test scores to demonstrate student eligibility for Dual Credit.

Strategic Partnerships: Business Partner

Business/Industry Partner 1

Affiliation/Company

Texas Instruments

Job Title

Senior Programmer

Name Prefix

Mrs.

First Name

Amneh

Last Name

Akour

Email

Amneh.akour1@gmail.com

Phone

6142080301

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Clear roles and responsibilities for work site supervisors, mentors, teachers, support personnel, and other partners.

Our Business/Industry articulation agreement with Texas Instrument/Dallas addresses the clear

roles and responsibilities for these partners: 1. work site supervisors: will participate in the planning and development of the academy by serving on the T-STEM Advisory board; provide input regarding effective strategies for STEM; as appropriate, provide guidance and assistance for stakeholder evaluation of programs; participate in design teams or advisory meetings, and in the planning of STEM programs to be implemented and tested. 2. mentors: provide students some input regarding effective strategies for competitions in the STEM fields; participate in design teams or advisory meetings; participate in the planning of model STEM programs to be implemented and tested; sponsor an afterschool program for students who are interested in coding 3. teachers: as appropriate, provide guidance and assistance for stakeholder evaluation of programs; participate in design teams or advisory meetings; participate in the planning of STEM programs to be implemented and tested 4. support personnel: will participate in the planning and development of the academy by serving on the T-STEM Advisory board; provide input regarding effective strategies for STEM; participate in design teams or advisory meetings. 5. other partners: will participate in the planning and development of the academy by serving on the T-STEM Advisory board; provide input regarding effective strategies for STEM education; as appropriate, provide guidance and assistance for stakeholder evaluation of programs; participate in design teams or advisory meetings; sponsor an afterschool program for students who are interested.

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Support for students' activities, such as clubs, Career and Technical Student Organizations, competitions, and special invitations.

In the articulation agreement, our Business/Industry partner (Texas Instruments) indicates they will assist with supporting our students' STEM activities, such as clubs, activities, and organizations for Career and Technical, plus competitions and special invitations, by these supports: 1. They will sponsor our after-school program for students who are interested in coding (CyberPatriot club; Robotics FIRST, and Drone Club FTC). Sponsoring will include some monetary and equipment support but mostly providing mentors for students. 2. They will provide frequent input regarding our use of effective strategies for STEM education with STEM-oriented activities and clubs, plus knowledge of career education opportunities for our students.

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Student access to business and industry partners and work-based learning facilities, services, and resources.

In the articulation agreement, our Business/Industry partner (Texas Instruments) indicates they will provide our students with access to their facilities, services, and resources in these ways: A. When appropriate, provide guidance and assistance for stakeholder evaluation (including students) of programs on regular basis. B. Sponsor an afterschool program for students who are interested in coding C. Offer volunteer opportunities onsite for our students to participate (for all 9-12 grades) D. Offer job shadowing opportunities onsite for 11-12 grade students (this is age dependent).

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Transportation fees and costs.

In our articulation agreement with our Business/Industry partner (Texas Instruments), we have no items regarding transportation fees and costs. All transportation and costs are the responsibility of the HSAC campus or students' families. However, after the pandemic is over, we will have field trips to the Texas Instrument facilities and sites. For those, our school will cover all related transportation costs (bus fees, etc). The Business partner will not be responsible for any transportation fees or costs.

Narratives: Regional Workforce Alignment, Work-Based Learning

Regional Workforce Alignment

List the regional high-demand occupations your academy intends to address through selected program(s) of study and work-based learning.

Regional High-Demand Occupation

Engineer (Electrical, Industrial, and Mechanical)

Forensic Science Technicians

Computer Programmers

Medical and Clinical Laboratory Technologists

Patrol Officers (Police and Sheriff)

Work-Based Learning

Complete the activity tables below illustrating the work-based learning activities that your academy plans to offer students at each grade level. Please ensure the activities are STEM focused.

Add up to three activities offered to 6th grade students.

6th Grade Activities

PLTW Gateway to Technology course and lab; in-classroom; on-campus

Field trip to on-site at STEM Business Partner (Texas Instruments)

Add up to three activities offered to 7th grade students.

7th Grade Activities

PLTW Gateway to Technology course and lab; in-classroom; on-campus

Field trip to on-site at STEM Business Partner (Texas Instruments)

Add up to three activities offered to 8th grade students.

8th Grade Activities

PLTW Gateway to Technology course and lab; in-classroom; on-campus

Career Talks events (mostly virtual), organized via SchoolLinks (college applications and preparation organizing platform)

Field trip to on-site at STEM Business Partner (Texas Instruments)

Add up to three activities offered to 9th grade students.

9th Grade Activities

Project Lead The Way technology courses are 3 out of 4 options available to HS students (Programs of Study: Engineering, Computer, and Biomedical)

Industry-Based Certifications (IBCs) available in all 3 PLTW options and non-PLTW Criminal Justice Program of Study

Career Talks and field trips events (mostly virtual), organized via SchoolLinks (college applications and preparation organizing platform)

Add up to three activities offered to 10th grade students.

10th Grade Activities

Project Lead The Way technology courses are 3 out of 4 options available to HS students (Programs of Study: Engineering, Computer, and Biomedical)

Industry-Based Certifications (IBCs) available in all 3 PLTW options and non-PLTW Criminal Justice Program of Study

Career Talks and field trips events (mostly virtual), organized via SchoolLinks (college applications and preparation organizing platform)

Add up to three activities offered to 11th grade students.

11th Grade Activities

Project Lead The Way technology courses are 3 out of 4 options available to HS students (Programs

of Study: Engineering, Computer, and Biomedical)
11th Grade Activities

Industry-Based Certifications (IBCs) available in all 3 PLTW options and non-PLTW Criminal Justice Program of Study

Internships, volunteering opportunities, and job shadowing with out Business Partner (Texas Instruments)

Career Talks and field trips events (mostly virtual), organized via SchoolLinks (college applications and preparation organizing platform)

Add up to three activities offered to 12th grade students.

12th Grade Activities

Project Lead The Way technology courses are 3 out of 4 options available to HS students (Programs of Study).

Industry-Based Certifications (IBCs) available in all 3 PLTW options and non-PLTW Criminal Justice Program of Study

Internships, volunteering opportunities, and job shadowing with out Business Partner (Texas Instruments)

Career Talks and field trips events (mostly virtual), organized via SchoolLinks (college applications and preparation organizing platform)

Narratives: Advanced Academics

Advanced Academics

Select the type of advanced courses (dual credit/AP/IB) your campus plans to offer students in 2021-2022.

DC
AP

What type of dual credit courses does your campus plan to offer?

AGCM

Describe any challenges in ensuring your academy has educators with qualification to teach dual credit. What steps did your academy take to address the need?

1. We can only hire those teachers who apply to us. Fortunately, we have 5 teachers now with Masters degrees and who were credentialed by our IHE (Dallas College). We have coordinated closely with the HR office at District Office. 2. Although we have 5 credentialed dual credit teachers (for the subjects of Biology, College Algebra, Plane Trigonometry, English Language, U.S. History, and Spanish Language), we do still need instructors for other subjects. We are particularly looking for Economics, Chemistry and/or Physics, Psychology, Music Appreciation, and Criminal Justice subjects. 3. We recognize that we have the challenge of recruiting those Masters degree holding instructors. Our solutions are to focus our HR outreach and advertising for those areas and qualifications. We inquire about post-graduate qualifications and intentions with all of our interviews. And we communicate regularly with our current faculty about our needs, for those who are considering gaining future credentials.

Is the academy a TSIA testing site?

Yes

Narratives: STEM-Focused Extracurriculars, Curriculum and Support

Curriculum and Support

Provide examples of how the campus plans to provide students with academic services. List activities and brief descriptions of the activities. Add a new row for each provided service.

Activity	Description
Academic Counseling (1 time each semester, at least)	Work with students (8th-11th) to develop their individualized high school graduation plans, Plans of Study (TEA), Programs of Study (Dual Credit, if applicable), career-oriented elective courses, and on-level and advanced core course selections for each HS year. Students revisit and revise those plans 1 time each semester (at least).
Ongoing class in college/career preparation and applications	Our weekly, ongoing classes with our students give them a STEM-focused regular time with Counselors to discuss and learn and plan for high school courses, on-level or advanced, and college and career preparation.
Response to Intervention (RTI)	We use 3 tiers to determine the support levels that we give our students as soon as they give indications of poor academic performance (using instruments such as NWEA MAP, PSAT, TSI, and the TEA Interim Assessments).
Our Core Subjects offer weekly after-school and Saturday	This includes all of our STEM oriented and career-oriented elective courses; they have weekly tutoring as well.

tutoring for all
Activity
 students in all grades

Description

6-12.

Provide examples of how the campus plans to provide students with wrap-around services. List activities and brief descriptions of the activities. Add a new row for each wrap-around service.

Activity	Description
Our Student Culture office (headed by its own administrator, the Dean of Student Culture) provides students and parents access to social services, socio-emotional counseling services, and conducts regular parent outreach and provides involvement opportunities, and works with other administration on Parent Academies (skill building instruction for parents) and Student Academies (for students).	Our Student Culture office (headed by its own administrator) provides students and parents access to social services, socio-emotional counseling services, and conducts regular parent outreach and provides involvement opportunities, and works with other administration on Parent Academies (skill building instruction for parents) and Student Academies (for students).
Our PTO (Parent Teacher Organization) is within our Engagement office (part of the Counseling dept, with its own Assistant Principal).	The PTO has been very involved in the previous years, engaging every month with our faculty, providing or supporting competitions for students, conducting fundraising, and participating in Parent Academies and students' activities/clubs.
Our Special Education department provides Life Skills instruction	For special needs students, practicing and roleplaying different and common life situations, Learning communication skills, practicing fine motor skills, goal-setting, decision making and problem solving, healthy lifestyles and relationships, nutrition, personal safety, citizenship, and consumerism.
For high school graduation purposes, we require our students to earn 25 hours of volunteer community service each year.	The Counseling department oversees the students and their volunteer community service hours and participation. This is to involve our students with the community, and to teach the students about such opportunities and benefits of. Plus students learn valuable life, social, and communication skills, no matter their level.

How does your academy use the access, achievement, and attainment data for program improvement?

Regarding our use of access, achievement, and attainment data for improving our academic programs: We change our course offering based on these data points. 1. We complete regular data meetings with all faculty; teachers make planning for intervention for each student. Subject dept heads and grade

level PLC leaders review these. 2. Parent meetings in groups and individually are offered based on these data. Intervention options and recommendations are discussed and decided at these meetings. 3. The data points are analyzed by teachers and support staff for multiple PLCs throughout the year (6-8 times annually). 4. District office and all campus Administrators make action plans based on the data at least quarterly. 5. The data analyses and determinations affect the quality of academic service that is offered in school. All programs are updated each year. 6. All data is used to specifically affect funding allocation. Determinations are yearly regarding which programs need extra support. 7. All special service programs (GT, ESL, SpEd, and 504) make yearly changes based on these data points, regarding access, achievement, and attainment.

STEM-Focused Extracurriculars

Describe the STEM-focused extracurricular activities (field experiences, clubs, and competitions) offered to students.

Some of the STEM-focused extracurricular activities (clubs, competitions, field experiences and trips, etc) that are available to our students are: Drone Club (offering its own IBC: FAA Part 107 Remote Drone Pilot), Rocketry Club, FTC Robotics Club (80% of students participate in the FTC FIRST competitions), our MakerSpace on-campus (attached to our Physics lab) (used by the PLTW Engineering and AP Computer Science courses' students), various field trips taken semesterly to the UT Southwestern hospital complex for various activities (surgery observations; library introductions; etc), the EKG/CCMA Certification healthcare club, the MS and HS eSports clubs (this is their 1st year), the HOSA club, the US Army CyberPatriot cyber-security competition (annual), the semesterly Hour of Coding for Middle School grades only. Our Business Partner (Texas Instruments) provides for our Juniors and Seniors a variety of Internships, volunteering opportunities, and job shadowing opportunities.

Narratives: Leadership Team

Leadership Team

List the Leadership Team's three priorities for the next year and describe how the selected priority contributes to the academy's success. Each priority should be a benchmark from the ECHS/T-STEM/P-TECH Blueprint.

Benchmark	Description
Benchmark 5: Work-Based Learning	IBCs and other work-based learning--Our T-STEM Academy's success requires this priority because our data shows that our graduates are not enrolling into post-secondary education with the high rates that we strive for. Further, our graduates are not completing their post-secondary credentials at the high rates we strive for. We

Benchmark	Description
	conclude that with more work-based learning, with more industry and professional exposure and experience, our students will better understand the professions and better view their own potential and success in those professions, thus building more motivation toward post-secondary completion.
Benchmark 6: Student Support	Individualized tutoring and other academic supports--Our T-STEM Academy's success requires this priority because we are a public school and must equitably serve 100% of our enrolled students, providing 100% of them with all necessary instruction, intervention, monitoring, and support in their academic goals (this includes closely working with their parents as well).
Benchmark 3: Strategic Alliances	More, and closer, working relationships with business/industry--Our T-STEM Academy's success requires this priority AND Benchmark 5 also. Both priorities work together to strengthen our academy's abilities and resources to provide students with

Narratives: Benchmark 1 Products, Benchmark 2 Products, Benchmark 3 Products, Benchmark 4 Products, Benchmark 5 Products, Benchmark 6 Products, Benchmark Products

Benchmark Products

Benchmark 1 Products

Provide a link to the academy's mentor/induction program plans.

<https://hsacarrollton.harmonytx.org/tstem/>

Provide a link to the academy's annual training or professional development plan with the academy and IHE faculty

<https://hsacarrollton.harmonytx.org/tstem/>

Provide a link to the academy's leadership meeting agendas and notes.

<https://hsacarrollton.harmonytx.org/tstem/>

Benchmark 2 Products

Provide a link to the academy's written admission policy and enrollment application

<https://hsacarrollton.harmonytx.org/tstem/>

Provide a link to the academy's written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community.

<https://hsacarrollton.harmonytx.org/tstem/>

Provide a link to the academy's brochures and marketing in Spanish, English, and/or other relevant languages.

<https://hsacarrollton.harmonytx.org/tstem/>

Provide a link to the academy's written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community.

<https://hsacarrollton.harmonytx.org/tstem/>

Benchmark 3 Products

Provide a link to the academy's meeting agendas and minutes, with action items and decision logs.

<https://hsacarrollton.harmonytx.org/tstem/>

Provide a link to the academy's final, signed, and executed MOU with their industry partner/business.

<https://hsacarrollton.harmonytx.org/tstem/>

Provide a link to the academy's final, signed, and executed MOU with their IHE

<https://hsacarrollton.harmonytx.org/tstem/>

Provide a link to the academy's list of strategic partners with each member's organization, title and role in providing work-based learning for students by grade level.

<https://hsacarrollton.harmonytx.org/tstem/>

Benchmark 4 Products

Provide a link to the academy's four-year crosswalk document

<https://hsacarrollton.harmonytx.org/tstem/>

Provide a link to the academy's master schedule.

<https://hsacarrollton.harmonytx.org/tstem/>

Provide a link to the academy's curriculum alignment documents.

<https://hsacarrollton.harmonytx.org/tstem/>

Provide a link to the academy's testing calendar and schedule for TSI, ACT, SAT or other assessments.

<https://hsacarrollton.harmonytx.org/tstem/>

Provide a link to the academy's documentation detailing a minimum of three course of study examples that outline student pathways from high school, to associate degrees, to work credential and beyond.

<https://hsacarrollton.harmonytx.org/tstem/>

Benchmark 5 Products

Provide a link to the academy's documentation of appropriate work-based learning experiences for students at all grade levels.

<https://hsacarrollton.harmonytx.org/tstem/>

Provide a link to the academy's current dated regional high demand occupation list.

<https://hsacarrollton.harmonytx.org/tstem/>

Provide a link to the academy's aggregate data describing student participation in work-based learning experiences as well as percentage of students earning industry certification and credentials by type.

<https://hsacarrollton.harmonytx.org/tstem/>

Provide a link to the academy's samples of student artifacts such as writing, portfolios, presentations, or links to digital content.

<https://hsacarrollton.harmonytx.org/tstem/>

Benchmark 6 Products

Provide a link to the academy's bridge program calendar and curricula.

<https://hsacarrollton.harmonytx.org/tstem/>

Provide a link the academy's tutoring and other intervention/remediation program schedules,

<https://hsacarrollton.harmonytx.org/tstem/>

Provide a link to the academy's calendar of family outreach events.

<https://hsacarrollton.harmonytx.org/tstem/>
